

BEHAVIOR SUPPORT PLAN CRITIQUE

Case Name: Martin Meany Cadre Member's Name: _____

Your comments on this plan are needed! *"None of us is as skilled as all of us!"*

Is it "exemplary?" Yes No Maybe, if changes are made.

Do you have recommended changes? (Note which lines)

Is this plan progress monitorable? Yes No Maybe, if changes are made.

Review the behavioral goals and communication provisions. Do you have changes?

OUTCOME PART IV: BEHAVIORAL GOALS

Behavioral Goal(s)

13.

Required: Functionally Equivalent Replacement Behavior (FERB) Goal

By when	Who	Will do X behavior	For the purpose of y	Instead of Z behavior	For the purpose of y	Under what conditional conditions	At what level of proficiency	As measured by whom and how

Option 1: Increase General Positive or Decrease Problem Behavior

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how

COMMUNICATION PART V: COMMUNICATION PROVISIONS

Manner and content of communication

14.

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

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NOT FOR DISPLAY - FOR TEACHER/STAFF USE ONLY

BEHAVIOR SUPPORT PLAN

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

This BSP attaches to: IEP date: 504 plan date: Team meeting date:

Student Name **Martin** Today's Date _____ Next Review Date _____

- 1.** The behavior impeding learning is (*describe what it looks like*) **Martin puts his lips together and spits in the direction of others accompanied by lip popping noise.**
- 2.** It impedes learning because **it disrupts the instructional process, makes Martin unavailable for instruction and interferes with social interaction with others.**
- 3.** The need for a Behavior Support Plan early stage intervention moderate serious extreme
- 4.** Frequency or intensity or duration of behavior **Assessment dated 3/15/04 stated spitting an average of 100 times per day in the home and school environments. Current assessment data: Mother reports that the frequency of spitting has diminished significantly. On the average mother reports that the spitting occurs 10 per day. Mother further reports that there are few incidents of spitting in public settings, e.g., when he rides the train; when he is shopping in stores. Spitting tends to occur in public if mother talks to others. Martin attends the Suzanne Barnes Speech and Language Clinic twice a week for 50 minutes per session. Clinicians report that Martin spits an average of 30-40 times per session. Observations on 2 different occasions support these frequency counts. Mother states that the last session, held on November 6, 2006 was much better, with fewer attempts to spit, 5-10 during the 50 minutes. Current evaluators observed spitting within the home environment on 4 out of 5 occasions. During these in-home observations Martin was observed to be able to refrain from spitting for up to 30 minutes. During the times he did spit it was up 15-20 times.**
 reported by **Mother, Father, SLP, Speech and Language Clinic** and/or observed by **WESELPA PS**

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis	<p>What are the predictors for the behavior? (<i>Situations in which the behavior is likely to occur: people, time, place, subject, etc.</i>)</p> <p>5. 1. When academic demands are placed upon him 2. When mother withdraws attention from him for more than 5 minutes, e.g., when talking to others face to face 3. When strangers enter his environment 4. When Martin enters a room where there are expectations and task demands, e.g., the clinic 5. When access to desired preferred food and activities, e.g., the soccer ball or movies is delayed or denied 6. When he is watching tv or playing puzzles.</p> <p>What supports the student using the problem behavior? (<i>What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?</i>)</p> <p>6. 1. A predictable schedule for starting and finishing a task 2. Inconsistent access to preferred reinforcers on his schedule 3. Access to reinforcers is obtained not always contingent on desired behavior 4. Does not have a communication system that enables him to appropriately and consistently communicate his needs 5. Behavioral expectations are inconsistently implemented, e.g., when Martin is required to complete tasks and they are not finished 6. Previous learning history has conditioned negative behaviors.</p>
Intervention	<p style="text-align: center;">Remove student's need to use the problem behavior</p> <p>What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (<i>Changes in Time/Space/Materials/Interactions to remove likelihood of behavior</i>)</p> <p>7. 1. Martin needs a clear consistent daily routine that is communicated using a picture icon schedule in which tasks and activities are removed when completed. 2. It is highly recommended that domains of tasks and activities are repeated daily at the same sequence and time frame. 3. ABA procedures such as shaping, task analysis, chaining, fading and prompting hierarchies should be used to teach tasks and chains of behavior that are not now done independently. This includes "shaping independent plan" and the related behavior of avoiding interruptive/disruptive actions. 4. Less preferred activities should be followed by preferred activities on Martin's daily schedule. Initially, activity should be limited to 15 minutes. Activities which Martin finds calming or that assist him to focus should be inserted into his daily schedule just prior to activities which require concentration.</p> <p>Who will establish? BICM Who will monitor? Parent, BICM Frequency? Daily</p>

Observation & Analysis

Team believes the behavior occurs because: *(Function of behavior in terms of getting, protest, or avoiding something)*

- 8.** Martin's spitting behavior appears to serve several functions: 1. To protest events which cause mom to withdraw her attention to other adults in the home or the speech clinic. It is believed that when mom's attention is focused elsewhere, Martin's access to desired activities or food is denied or delayed, thus prompting the protest behaviors. 2. To protest having to transition to, and engage in nonpreferred activities. 3. At times, Martin's spitting behavior appears to be an attempt to provoke a social response or interaction. The responses Martin receives are typically strong and immediate which serve to provide positive social reinforcement. Martin most likely interprets this as a form of social plan: being both enjoyable and reciprocal; e.g., (I do this, you respond. I do it again, you respond again). 4. Martin also spits when he perceives negative body language or statements of disapproval by other people. 5. When Martin doesn't feel others are listening to him or paying attention to him.

Accept a replacement behavior that meets same need

What team believes the student should do **INSTEAD** of the problem behavior? *(How should the student escape/protest/avoid or get his/her need met in an acceptable way?)*

- 9.** It is critical that Martin learn to use alternative and more appropriate ways to communicate his need to protest as well as initiate social interactions. 1. In those situations where mom's attention is drawn away, in addition to shaping independent play, Martin must learn how to use icons and eventually words to request "help," "I want," and "break." Once these behaviors have replaced the spitting, "wait" will need to be introduced through the use of token strips, etc. 2. In those situations where the function of the behavior is to initiate social interaction, Martin will need to learn to use an icon and eventually words for "plan with me" or "please xxxxxxxx with me."

Intervention

What teaching Strategies/Necessary Curriculum/Materials are needed? *(List successive teaching steps for student to learn replacement behavior/s)*

- 10.** Potential Treatment Protocols (Selected from the work of Brian Iwata, University of Florida)

Protocol #1

1. Functional Communication Training - escape from instructions/tasks (with extinction)
 - a. Rationale: The purpose of this procedure is to teach an alternative escape response.
 - b. Before Training: Identify a behavior that will be taught as the new escape response. A behavior should be one that Martin already exhibits but at a low frequency and can be easily identified by others. Examples include handclapping, or raising hands, signing "break," picture exchange "break." Also, identify several tasks that are known to revoke the problem behavior. These tasks may be work-related, self-care, household chores, etc. Finally identify several items that are known to be positive reinforcers.
 - c. Sessions: Conduct at least four sessions daily. Each session should consist of 20-30 trials.
 - i. Begin by requesting that Martin complete a task identified above. For example, say/present icon "Martin sweep the floor." Immediately prompt the new response (i.e., guide the sign for break, pick up the icon, etc.) and give Martin a brief break from the task (i.e., walk away for about one minute).
 - ii. Then, begin another trial.
 - iii. If Martin engages in the problem behavior before the new responses prompted, Martin should be prompted to complete the task with the least amount of physical guidance necessary. That is, Martin should not be allowed to escape the task after engaging in inappropriate behavior. After Martin completes the trial, immediately begin the next trial.
 - iv. If, after presenting instruction, Martin emits the new response independently, immediately give Martin a break for about one minute. Then begin another trial.
 - v. If Martin complies with the instruction, deliver ample positive reinforcement. Then begin another trial. (Note: If compliance is high, other tasks should be selected).
 - d. Data collection: Note the date, time, instructor, and tasks used for each session. During each session, mark the trial number, and indicate whether or not he performed the following:
 - i. The new response when prompted,
 - ii. The new response independently,
 - iii. The inappropriate behavior, or
 - iv. Completed the task.
 - e. Outside of Sessions: When giving instructions outside of sessions:
 - i. Allow Martin to take a break if he emits the new response independently.
 - ii. Physically guide Martin to complete the task if he engages in the inappropriate behavior.

Protocol #2

2. Compliance Training (with extinction and behavioral momentum components)

- a. **Rationale:** The purpose of this procedure is to reduce problem behaviors maintained by escape and to increase compliance.
- b. **Before Training:** Identify several items that are known to be positive reinforcers. Also identify several tasks that can be used during training (e.g., household, vocational, functional, etc.). Some of these tasks should be those Martin usually performs without engaging in the problem behavior (easy tasks) and some should be those that typically occasioned the inappropriate behavior (difficult tasks).
- c. **Sessions:** Conduct at least four sessions daily. Each session should be approximately 15 minutes.
- d. **Task should be presented using the following sequence:**
 - i. Present the instruction (e.g., Martin, fold the towel).
 - ii. Demonstrate the task while repeating the instruction (e.g., "Fold the towel like this").
 - iii. Prompt Martin to complete the task using the least amount of physical guidance necessary (e.g., while saying "fold the towel," physically assist Martin in completing the task). Wait approximately 5 seconds between each step.
 - iv. If Martin completes the task after steps one or two, deliver reinforcement. Do not deliver reinforcement if step 3 was required. If Martin engages in inappropriate behavior at any time during a trial, immediately physically guide him to complete the task (step 3). It is important to not let him escape or avoid the task.
 - v. Start the session by presenting 3 or numeral for easy tasks consecutively.
 - vi. After completing the easy tasks, introduce a difficult task and repeat the same procedures.
 - vii. Sessions should continue alternating 3-4 easy tasks with one difficult task.

Who will establish? **BICM** Who will monitor? **BICM/Parent** Frequency? **Daily**

Intervention

What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

11. See Treatment Protocols in Section 10 above.

Selection of reinforcer based on: **Observation and parent interview**

reinforcer for using replacement behavior reinforcer for general increase in positive behaviors

By whom? Frequency?

EFFECTIVE REACTION PART III: REACTIVE STRATEGIES

What strategies will be employed if the problem behavior occurs again?

12.

- 1. Prompt student to switch to the replacement behavior
- 2. Describe how staff should handle the problem behavior if it occurs again
- 3. Positive discussion with student after behavior ends

Optional:

- 4. Any necessary further classroom or school consequences

Phase 1: Anxiety Reduction

The primary goal of this phase is to prevent or interrupt escalation to more frequent rates of spitting and possible physical aggression by providing supportive measures designed to promote the use of appropriate alternative communication. This requires recognizing the early signs of frustration or anxiety and prompting Martin to request a break (escape), choose another preferred activity/item, or select whatever icon represents his current need. e.g., to play, eat or drink something, etc. This procedure is not used once Martin has begun spitting or become physical.

Step 1. Display nonverbal posture which communicates "I don't know what you want?" followed by pointing to his communication book and stating "show me what you want."

Step 2. Assist Martin, if necessary, to open the book to the "available" page then, while pointing to the book, state "show me what you want."

Step 3. If the choice is from the "available" page, immediately provide it or instruct him to go get it.

- If the item/event he requests is on the "not available" page, state "not available - choose again."
- If the item/event he requests is not appropriate or available, but is not on the "unavailable" page, place the icon on the unavailable page and state "not available - choose again," or, place it on the "wait strip" or "I'm working for strip" and encourage him to "first do this, then you can get this." Immediately provide a token for him to place on the strip so that he can see he is getting closer to obtaining the desired item.

Phase 2: Defensiveness

The response of this phase is to prevent a total loss of control resulting in escalated spitting and potential physical aggression. The typical response is directive, i.e., offering firm choices and expecting compliance.

Step 1. Immediately display card with choice of 2 icons, i.e., "Recovery Zone" and either "take a walk" or "desk activity." State, while pointing at the appropriate icon, "Martin, go to recovery zone, or go for walk - you choose."

Step 2. Verbally praise him for making a choice. Provide preferred reinforcer following the activity if he completes it without incident. If he refuses to make a choice, go to step three.

Step 3. Walk with Martin to his recovery zone, always staying between him and other students. Do not make eye contact and immediately remove any attention. Meanwhile, check his schedule and to make sure there is an activity other than his preferred reinforcers that appears next.

Step 4. Remove the task icon from the top of the picture schedule and place it on the "first this-then get this" strip and place a highly preferred reinforcing activity in the "get this" part of the strip. State, while pointing at the appropriate icon on the strip, "Martin, come on, first do this, then you get this." Repeat this only once every 2-3 minutes for 2-3 trials. If it is unsuccessful, try doing it again with another reinforcer, or provide a choice of reinforcers and place the one he selects on the "get this" part of the strip.

Phase 3: Crisis State

The primary goal of the response to this phase is to keep people safe. Avoid eye contact and other forms of attention for as long as he is not injuring himself or others.

Phase 4: Recovery State

The primary goal here is to assist Martin to return to a calm state and begin to use his communication system again. He should be prompted to check his schedule and either complete or begin the required task. It will be important to set up the reinforcer that he will be working for again, in case his preference has changed.

Personnel?

Behavioral Goal(s)

13.

By 10/07, Martin, instead of spitting at or on others, will seek other's attention or protest having to do an unpreferred task or transition from one task to another, by using a picture icon to request "help," "interaction with others," "I want," or "break" from his picture icon book on 4/5 trials with no more than 2 verbal prompts as measured by adult observation and checklists.

Decrease: By 10/07, Martin will have reduced the frequency of his spitting on or at others to no more than x times per day as measured by adult observation and checklists.

Increase: By 10/07, Martin will complete assigned tasks and activities without protest or need for attention or a break for periods of up to 10 minutes at a time on 4/5 trials with no more than 2 verbal prompts as measured by adult observation and checklists.

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Option 2: Increase General Positive or Decrease Problem Behavior

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The above behavioral goal(s) are to: Increase use of replacement behavior and may also include:
 Reduce frequency of problem behavior Develop new general skills that remove student's need to use the problem behavior

Observation and Analysis Conclusion:

- Are curriculum accommodations or modifications also necessary? Where described: yes no
- Are environmental supports/changes necessary? yes no
- Is reinforcement of replacement behavior alone enough (no new teaching is necessary)? yes no
- Are both teaching of new replacement behavior AND reinforcement needed? yes no
- This BSP to be coordinated with other agency's service plans? yes no
- Person responsible for contact between agencies yes no

COMMUNICATION PART V: COMMUNICATION PROVISIONS

Manner and content of communication

14. Face to face communication will take place during the in-home behavioral consultations; phone contact may also be available with the behavioral consultants after the in-home sessions; face to face communication will occur with the Consultation Team members.

Between? **Behavioral Consultants, Parent, Consultation team members**

Frequency? **In-Home sessions: 4-5 times per week; Once per week with Consultation Team members**

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PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

- Student **Martin**
- Parent/Guardian
- Parent/Guardian
- Educator and Title
- Educator and Title
- Educator and Title
- Administrator
- Other
- Other